



## CHAPTER 5 (PP. 89–104)

### GRAMMAR IN LANGUAGE FACTS

Perfect and Pluperfect Passive Subjunctive of All Conjugations; Indirect Command

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Standards 1.1, 1.2

RR 9

#### REVIEW TOPIC

Continue to review the indirect statement as much as students need this practice. The comparison between the indirect statements that are being reviewed and the indirect commands presented in this chapter will be useful to students.

#### MEMORĀBILE DICTŪ VOCABULARY

**eheu** (*interjection*) – alas

**fugāx, fugācis** – ready to flee, fleeting

**lābor, lābī, lāpsus sum** – to slide, slip, glide down



#### TEACHING TIP

Ask students how this line from Horace's *Odes*, 2.14.1, an eternal lament about the passing years of youth, connects to both the composers and the subject matter of *Carmina Burāna*.



#### TEACHING TIP

The life of the academic has not changed very dramatically over the centuries. Discussions over meals covered a range of topics from love to philosophy. Medieval poetry like that found in *Carmina Burāna* was born from similar discussions. The rhythmic nature of the poems made them a good match for more spirited gatherings accompanied by tankards of wine. The illustration of the *Collegium Maius* includes such tankards. In preparing for the reading from *Carmina Burāna*, ask students about what types of topics come up during their conversations at lunch and over dinner at home. Alternatively, put the kinds of topics discussed in *Carmina Burāna* on the board and ask the students in what kinds of less formal settings such topics are discussed.

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